



# Grolier's Elementary School Resources for Teachers and Kids

Tollfree 877.588.5288 or  
Email [kyvl@ky.gov](mailto:kyvl@ky.gov)

<http://www.kyvl.org>

Kentucky Virtual Library has a variety of resources just for elementary school students. Middle school students even have their own page at KYVL which directs them to the specific sources available to them for their research needs.



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From the main  
[www.kyvl.org](http://www.kyvl.org) page,  
select the **K12 Schools**  
link under **Learning  
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**For K-12  
Schools**

**Elementary  
School Students**  
  
**Middle School  
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**High School  
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Kentucky Virtual Library has created pages for the different K12 groups. From here, select **Elementary School Students** to access the KYVL for Kids Research Portal.

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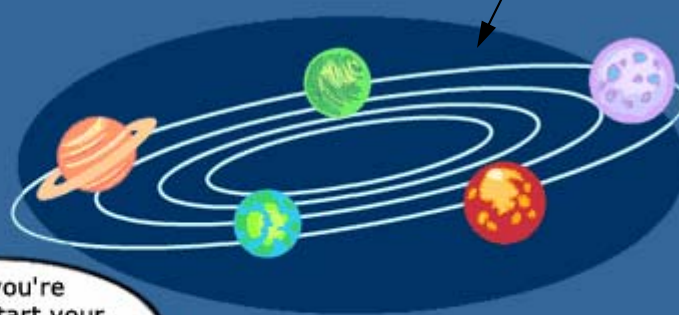
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Note: A [version of this site with sounds and animation](#) is available for users with Macromedia's Flash 5 player. To download the free plug-in, [go to our instruction page](#).

This site was created through the joint efforts of the [Kentucky Virtual Library Kids and Teachers Workgroup](#), with design and animation by Shere Chamness [REALART](#). Additional assistance from Cicily Waneck (education), Caterina Cone (illustration), Rene Riley (text editing). True or bogus section designed by Rene Rowland.

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Within the Research Frontier, select the planet named “Grolier Encyclopedias.”

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Each planet will take you to a place where you can search for information.

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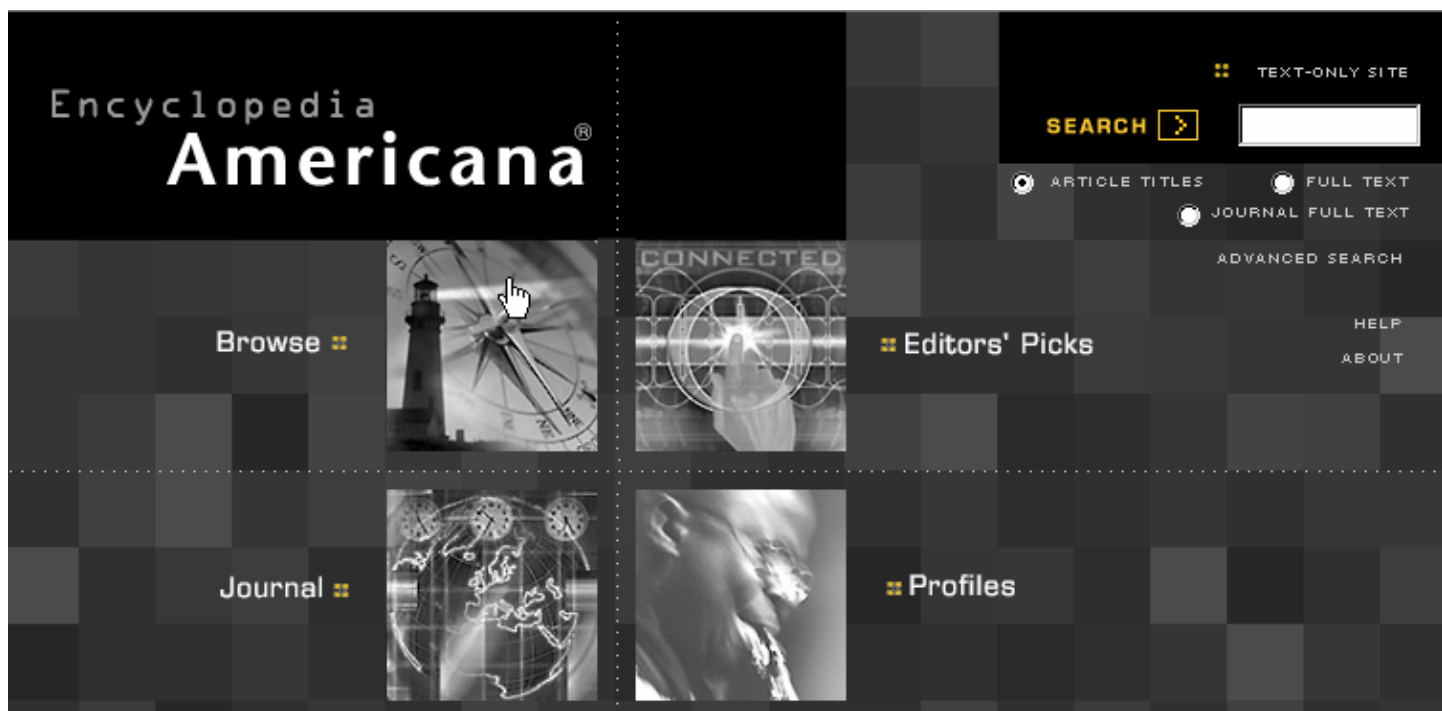
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**Science**

All of the subcategories relevant to the subject selected are listed below. Subcategories containing articles are underlined, and clicking on one will pop-up a page containing a list of articles. Clicking on an article title will take you to that article.

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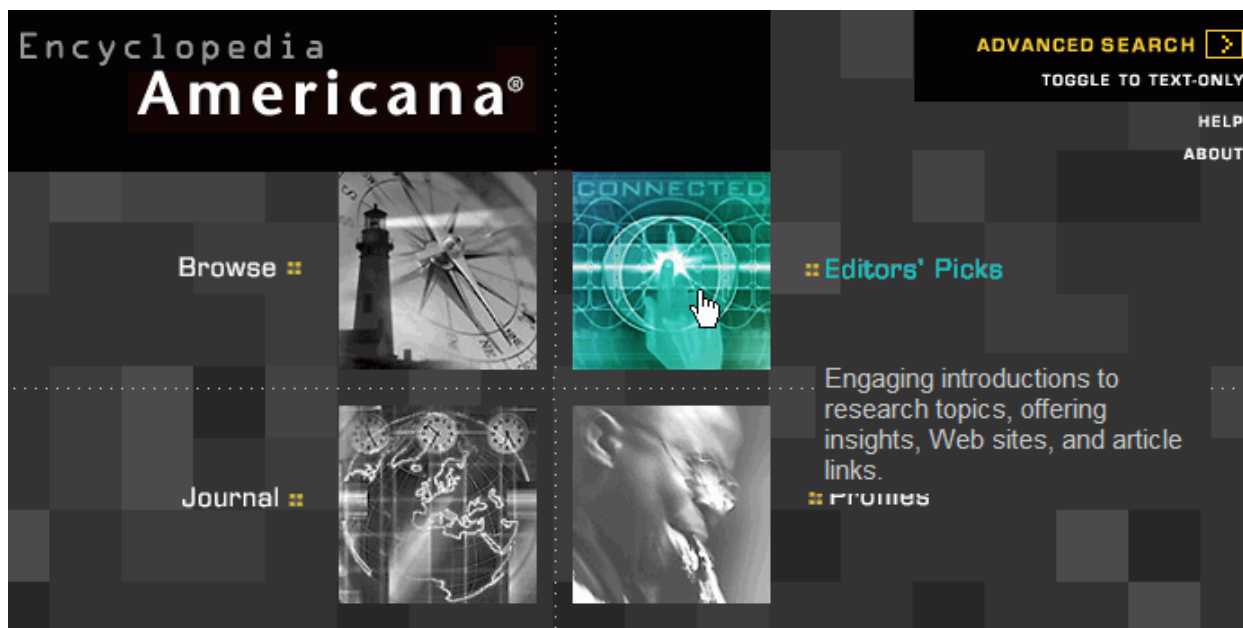
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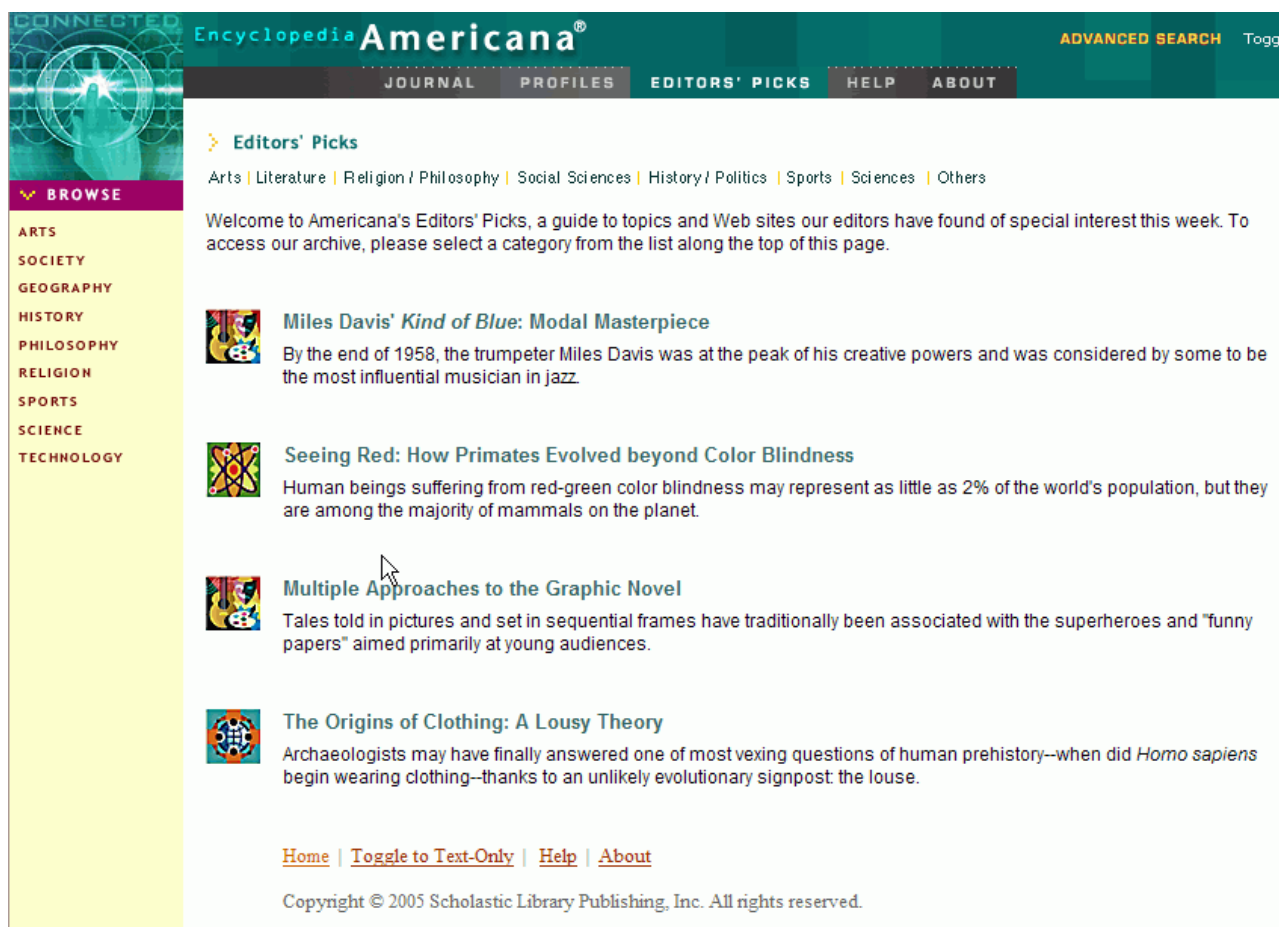
Compounds

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Editor's Picks change weekly and cover a variety of different subjects.



The Editor's Picks offer an introduction to a topic with embedded links to subjects, concepts, people or places as well as a listing of web links for further reading.





This particular Editor's Pick discusses graphic novels. Links to other areas provide more information.

## Editors' Picks

Arts | Literature | Religion / Philosophy | Social Sciences | History / Politics | Sports | Sciences | Others



### Editor's Note on Multiple Approaches to the Graphic Novel

Tales told in pictures and set in sequential frames have traditionally been associated with the superheroes and "[funny papers](#)" aimed primarily at young audiences. Some authors, however, choose to pen illustrated novels in order to address adults, precisely because the drawings, which may help convey matters difficult to express in words alone, have a different psychological impact from that of words. Graphic novels, as such books are commonly known, employ the techniques developed by comic book artists, advancing their stories through visual images and cinematic narrative, although unlike comic books their subject matter may be nonfictional and entirely serious.

One early version of the technique was used by the award-winning graphic artist [Lynd Ward](#) in the first half of the 20th century. Ward experimented with stories conveyed exclusively by images; the pictures do not illustrate a story—they are the story. His first and most famous novel without words, *Gods' Man*, consists of 139 images, printed from [wood engravings](#) on one side of the page only. Although it was first released the same week as the stock market crash in 1929, this novel of a struggling young artist proved very popular and went through several editions. Calling his novels "pictorial narratives," Ward produced five additional volumes from woodcuts—*Madman's Drum* (1930), *Wild Pilgrimage* (1932), *Prelude to a Million Years* (1933), *Song without Words* (1936), and *Vertigo* (1937).

Ward's near-contemporary Will Eisner is best known as the cofounder in the late 1930s of a comic art shop and as the creator and illustrator of the popular vigilante comic book hero, "The Spirit." Experimenting with the sequential novel form for adult readers, Eisner's goal was to achieve not realism but believability. (He purportedly coined the term *graphic novel* to avoid classifying his first illustrated novel, *A Contract with God*, as a comic book.) His graphic novels draw on his memories of growing up in an immigrant neighborhood in lower [Manhattan](#) in the 1920s and 1930s, his observations of modern life, and his experiences in wartime [Korea](#) and [Vietnam](#) gathering material for instructional comics for the U.S. Army. Eisner also experimented with silent panels—advancing a tale without dialogue—to draw the reader into the story.



Profiles provides biographies and offers links to further reading on subjects or individuals mentioned.



Profiles can be searched with the Find It Fast! feature or through browsing individuals listed by subject categories.



Sample profile from Encyclopedia Americana.



The screenshot shows the Encyclopedia Americana website. At the top, there is a search bar with the text "SEARCH AMERICANA" and a magnifying glass icon. Below the search bar are three radio buttons labeled "ARTICLE TITLES", "FULL TEXT", and "JOURNAL FULL TEXT". To the right of these buttons is a link for "ADVANCED SEARCH". The main navigation bar includes links for "JOURNAL", "PROFILES", "EDITORS' PICKS", "HELP", and "ABOUT". On the left side, there is a vertical menu with the word "BROWSE" at the top, followed by a list of categories: ARTS, SOCIETY, GEOGRAPHY, HISTORY, PHILOSOPHY, RELIGION, SPORTS, SCIENCE, and TECHNOLOGY. The "PROFILES" section is active, showing a list of categories: Arts | Literature | Religion / Philosophy | Social Sciences | History / Politics | Sports | Sciences | Others. The main content area displays the profile for "Campbell, Joseph". It includes a brief biography, a detailed paragraph about his life and work, and a section about his first book, *Where the Two Came to Their Father* (1943). On the right side, there is a vertical menu with links for "PRINT / EMAIL", "FURTHER READING", "BIBLIOGRAPHY", and "PERIODICALS".

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Profiles

Arts | Literature | Religion / Philosophy | Social Sciences | History / Politics | Sports | Sciences | Others

## Campbell, Joseph

**Campbell, Joseph (1904-1987)**, American educator, editor, and commentator on myth. Campbell belongs to the broad stream of humanistic intellectuals, encyclopedic and synthetic in approach, rather than to the academy; indeed, scholars have criticized both his methods and conclusions. An eloquent speaker, he warned of the social anomie that results when culture separates itself from myth.

Born on March 26, 1904, in New York City, Joseph Campbell developed a strong interest in Native American culture as a child. In 1921 he entered Dartmouth College to study biology and mathematics but soon transferred to Columbia University to study literature, earning a B.A. in 1925. He received his M.A. from Columbia University in 1927, meanwhile playing saxophone in jazz bands and becoming a college track star. He pursued postgraduate studies in Romance philology at the University of Paris and in Sanskrit at the University of Munich (1927-1928). Returning to the United States in 1929, he began work on his doctorate but left to study independently. In the early 1930s he collected intertidal fauna along the coast of British Columbia with biologist Ed Ricketts. In 1933 Campbell briefly taught at the Canterbury School in Connecticut, where he had been a student (1919-1921), and in 1934 he accepted a teaching post at Sarah Lawrence College in Bronxville, N.Y., where he taught for 38 years, retiring in 1972. Campbell married a former student, the dancer and theater director Jean Erdman, in 1938. With Erdman, he founded, in 1972, the Theater of the Open Eye in New York City.

Campbell's first book, *Where the Two Came to Their Father* (1943), with text by Jeff King, art by Maud Oakes, and commentary by Campbell, examined a Navajo war ceremonial incorporating the tribe's creation myth; it was the first volume of the Bollingen series. His second

PRINT / EMAIL

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**In the News**



- Syria's Odd Man Out
- Debate Deepens over Guantanamo
- Deep South's Response to a Lynching Apology
- Techno-rebels Spread Wireless Network Vision
- The View Master

**Today is July 5**

*"[Dolly] is both a curiosity and a very serious warning."*

—Connie Cepko, geneticist



**Brain Jam**

**National Parks**

Explore nature and history.



Updated for 2004

 **The American Presidency**

★★★★★★★★★★★★★★★★★★★★

Election news, background, and history.

Students and educators can use the many features offered in the menu or do a simple or advanced search.

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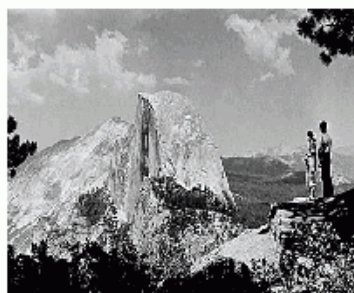
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## Brain Jamm



Visitors standing atop a hillside observe the Half Dome rock formation at Yosemite National Park in central California in this 1948 photograph. Yosemite is home to spectacular views including waterfalls, meadows, and forests full of giant sequoia trees. In 1954, the park hosted more than 1 million visitors for the first time. (© Albert C. Sloan)

## National Parks

Our feature presentation for July observes National Parks Month, as designated by the National Park Service. National parks serve many purposes, including recreation, education, and historic preservation. They are also the subject of extensive debate over such issues as private use and how to accommodate large numbers of visitors. Our presentation is suitable for students of subjects including history, biology, civics, and archaeology. It is centered on the Grolier Multimedia Encyclopedia's article "national parks" and articles on several individual parks. Students are encouraged to refer back to the GME for articles on the animals, plants, environments, and physical phenomena found in the national parks.

Next

## National Parks

[Feature Home](#)

### national parks

[Introduction to National Parks](#)[History](#)[U.S. National Park System](#)[Canadian National Park System](#)[National Parks Elsewhere](#)[Threats](#)[Prospects](#)

### Interior, U.S. Department of the

[Article on U.S. Department of the Interior](#)

### Land Management, U.S. Bureau of

[Article on U.S. Bureau of Land Management](#)

### World Heritage Site

[Article on World Heritage Site](#)

### Related Topics

[Crater Lake National Park](#)[Denali National Park and Preserve](#)



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### Brain Jam Teachers' Resources

Discussion Questions, Activities, and Essay Topics promote further study.

Discussion Questions   Activities   Essay Topics

#### National Parks - July 2005

*What purposes do national parks serve? Should they be quiet places where contemplation and preservation of nature are top priorities, or should they be as open as possible to provide recreation and commercial use? Is it possible for both types of use to take place in the same park?*  
[national parks: Introduction to National Parks](#)

*What types of places have been designated as World Heritage Sites by the United Nations Educational, Scientific, and Cultural Organization (UNESCO)? How do they differ from national parks?*  
[World Heritage Site: Article on World Heritage Site](#)

*National parks require tremendous amounts of labor and money to set up and maintain. What methods are used to fund the establishment of national parks and to pay for their upkeep?*  
[national parks: Prospects](#)

*What similarities are there between efforts to preserve places through the maintenance of national parks and efforts to protect endangered plants and animals? What role do national parks play in plant and animal species preservation?*  
[national parks: Threats](#)

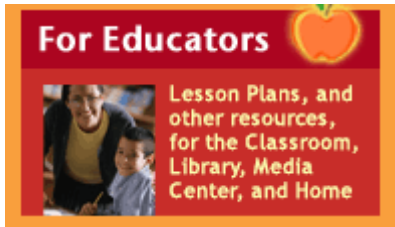
*Some areas currently classified as national parks were essentially stolen, for example by ignoring treaties with American Indian tribes. Should this land be returned to the tribes in question? How do the parks acknowledge their contributions?*  
[national parks: History](#)

### National Parks


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**national parks**  
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[Grand Canyon National Park](#)  
[Great Smoky Mountains National Park](#)

The Brain Jam offers a variety of resources for educators: Discussion Questions, Activities, Essay

From Grolier Kids Online, you can also choose the For Educators link.



For Educators provides lesson plans and other resources for the classroom.



## For Educators

### Lesson Plans

Browse Lesson Plans by Grade or Subject

Select a Grade

Select a Subject

[Back to For Educators Home](#)

Here are the results of your request *by grade*:

### Grades: 3-5

#### Fine Arts

[Stamp It!](#)  
[Types of Instruments](#)

#### History

[Colonial Almanac](#)  
[Egyptian Museum](#)  
[Eureka!](#)  
[Headline News](#)  
[Plymouth Colony](#)  
[Seven Wonders of the World](#)  
[The Apprentice](#)  
[The Olympics](#)  
[We the People](#)

#### Language Arts

[Colonial Almanac](#)  
[Fairy Tales](#)  
[Legend with a Twist](#)

#### Mathematics

[The Threat of Hunger](#)

#### Physical Education and Health

[Smoking](#)  
[The Threat of Hunger](#)

## Lesson Plans

Browse Lesson Plans by  
Grade or Subject

### Grade Level

- [Grades 3-5](#)
- [Grades 6-8](#)
- [Grades 9-12](#)

### Subject

- [Fine Arts](#)
- [History](#)
- [Language Arts](#)
- [Mathematics](#)
- [Physical Education and Health](#)
- [Science](#)
- [Social Sciences](#)
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## Lesson Plan

[Print/Email](#)

### The Threat of Hunger

**Subject(s):** Social Sciences, Physical Education and Health, Mathematics

**Grade Level(s):** 3-5, 6-8

[Standards](#) | [Objectives](#) | [Preparation](#) | [Resources](#) | [Vocabulary](#) | [Guided Reading](#) | [Activity](#) | [For Discussion](#) | [Assessment](#)

#### Standards

Meets National Curriculum Standards for [Social Studies III](#); [Mathematics 1](#); [Language Arts 1](#), 3, 8.

#### Objectives

Students learn about the problem of hunger in the United States and then complete an activity that tests their calculation skills.

#### Preparation

Copy and distribute the printable Resources section below. Have students read the essay for background information and consult any or all of the encyclopedia articles that follow it to learn more about the topic.

#### Resources

**Essay:** The United States is one of the world's richest countries. Most Americans live well. They might worry about paying for a new car or a big vacation, but not about putting food on the table. Yet hunger is a very real problem in the United States. More than 11 percent of American households faced the threat of hunger in 2003. People in most of those households managed to avoid hunger, in many cases by relying on a few basic foods. But more than 6.6 million Americans, including 3 million children, lived in households where at least one person went hungry at some point during the year.

These numbers are from a report released in the fall of 2004 by the U.S. Department of Agriculture (USDA). The report also said about 36 million Americans, including more than 13 million children, lived in "food insecure" households. They weren't sure they would be able to meet their basic food needs. Households made up of single mothers and children faced the greatest risk. Nearly 32 percent faced the threat of hunger. Blacks and Hispanics were at greater risk of hunger than other Americans. More than 22 percent of black and Hispanic households were at risk. People in the South and West faced more difficulty than people in the Midwest and Northeast. People in cities and rural areas were at greater risk of hunger than people in suburbs.

The percentage of households where hunger was a problem went down from 1995 to 1999. Officials said the decline was mostly due to the strong U.S. economy at that time, which allowed most Americans to find jobs. Since then the economy has been weaker. And the number of "food insecure" households has crept up again. Governments, communities, and nonprofit organizations will have to keep working to make sure no one in the United States goes hungry.

**The New Book of Knowledge** articles:

[Food Supply](#)

## Grolier Online Passport

Further resources are available from the Grolier Online Passport website, which is targeted to audiences older than those of the Grolier Online Kids page. From the Grolier Online Kids page, choose the



link at the top, right of the screen

The For Educators link from Grolier Online Passport has an extra feature not included in Grolier Online Kids: Pro/Con debate articles with lesson plans.



## FOR EDUCATORS

### Lesson Plans

Featured Lesson Plan

[Biomes of North America](#)



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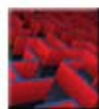
### Teaching The News

This Week's Featured Story

[John Roberts: A Conservative with Few Hard Edges](#)



From the Editor's Desk



#### Pro/Con

An impartial look at current controversies and debates.

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Introduction and navigation for each database plus activities to help students improve research, navigation, reading comprehension, and critical thinking skills.

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Inside the GO News you'll find activities on timely issues that provide a basis for integrating Grolier Online into your curriculum.

■ [Grolier Online Update](#)

The GO Update email highlights a current topic and contains links to related activities to use in your library or classroom.

■ [Professional Resources](#)

Find Web links for professional organizations, teaching strategies, education standards, information literacy, and other useful information.

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## TEACHERS' GUIDE

- [Lesson Plan](#)

## [EDITOR'S DESK](#) [ARCHIVE](#)

**PRO**

# Does the United States Have a Duty To Protect Democracy and Freedom Overseas?

**CON**

[INTRODUCTION](#) | [PRO](#) | [CON](#) | [CONCLUSION](#)

## Introduction

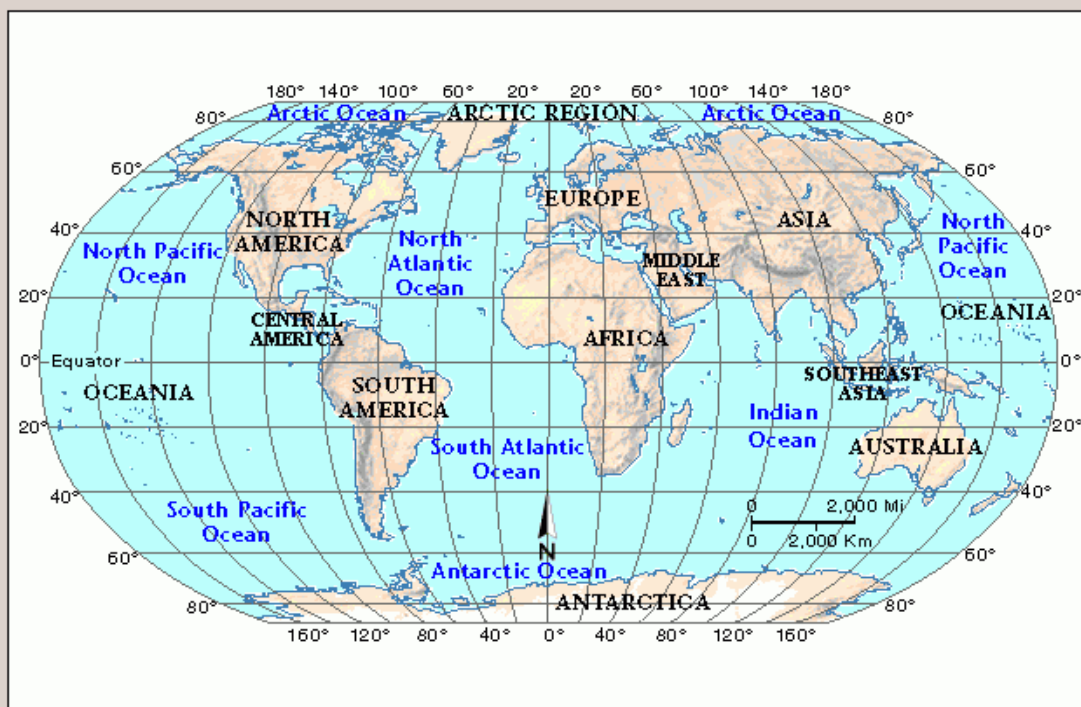
For over a century the United States has been the world's leading superpower thanks to its economic supremacy, advanced technology, and vast resources. It played a leading role in winning both world wars. It is the senior partner in the North Atlantic Treaty Organization (NATO), and its support is vital to the survival of the United Nations (UN). But is the United States obliged to use its power? Every nation has the right to take action overseas in order to protect its interests. Does the special status of the United States, however, require it to protect values, such as democracy and freedom, in other parts of the world?

Foreign policy has long reflected a combination of idealism and self-interested realism. The idealist streak began early in history. It was the intention of the Framers of the Constitution to create not just a new nation, but a republic that would inspire other peoples seeking self-government. But while the United States has often cast itself as the champion of freedom and democracy, its leaders have had to balance this idealism against the political practicalities of its widespread strategic and economic interests.

The complexity of the issue is illustrated by U.S. actions throughout the 20th century.

When President Woodrow Wilson proposed his famous Fourteen Points as the principles on which to end World War I (1914–1918), for example, Europe's

World



Printer friendly version of this map ▲

Related Articles:

Encyclopedia Americana: [World](#)

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The New Book of Knowledge: [World](#)

Select a city from each of the lists below to find the distance between them (as the crow flies).

Miles = 3573.1

Kilometers = 5752.6

's Hertogenbosch, Netherlands  
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Aberdeen, Scotland (UK)  
Aberdeen, South Dakota  
Aberystwyth, Wales (UK)  
**Abidjan, Ivory Coast**  
Abilene, Kansas  
Abilene, Texas  
Abomey, Benin  
Abu Dhabi, United Arab Emirates  
Abuja, Nigeria

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